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Increasing Reading Motivation in Second-Grade Students

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### Abstract

For this research paper, the writer focused on increasing reading motivation among second-grade students. The participants of this capstone project included 20 second grade students in a public elementary school located in California's Central Coast. The capstone project's goal was to get students motivated to read. Furthermore, the writer planned a lesson that both motivates the students as well as inspires them to read more. What the writer found during her lesson was the curiosity and willingness of the students to learn how to read more. With this in mind, the writer found that students at this age are more open and ecstatic to reading. Though only conducted for one day, the writer felt that she can build upon this lesson for reference as a future teacher. Motivation to read is important and it would be best enforced when students are young and curious.

*Key Words: Motivation, books, Self-Determination*

Motivation is a key aspect in promoting active learning in the classroom (Gambrell, 1996). The writer would like to emphasize the importance of reading motivation among elementary school students. Research on reading motivation has been scarce among elementary school students. It is commonly assumed that upper-grade students are the most affected by a lack of reading motivation; however, some studies have shown that low reading motivation are becoming apparent in elementary school students according to Chinappi (2015). Which is why “The elementary school years are of considerable consequence for shaping subsequent reading motivation and achievement” (Gambrell, 1996, pg. 15). Through the writer’s research, a commonality of factors were found influencing reading motivation in elementary school students such as the teacher, the school environment, sociocultural influences, and family. This literature review examines the psychology of the student, and teaching methods that affect reading motivation in addition to providing possible recommendations and methods that will address this issue.

### **Motivation**

It is important, before unpacking the issue, to understand the concept of reading motivation and its importance. Motivation is completing a task that will deem fulfilling to the individual (Cherry, 2018). However, the lack of reading motivation is evident in elementary grade classrooms. Some students are not motivated to read so the essential question is “what causes these reading problems?” Reading problems commonly manifest when the student is not motivated to read in the first place (Protacio, 2012). Motivation to read happens when the student sees reading as a “desirable activity and sustain their engagement in reading and thus become better readers” (Gambrell, 2011, pg. 177). Nevertheless, there are different aspects of motivation that come from within the child. One of the theories is known as the Self-Determination Theory,

in addition to intrinsic and extrinsic motivation. In the next section, the writer covers these motivation types and why it matters for reading motivation.

### **Self-Determination Theory**

To reiterate, motivation stems from within the child. Research has been shown that “when children study because they enjoy it, their learning is deeper, richer, and longer lasting...and more eager to do challenging work” (Stipek & Seal, 2001, pg. 4). In addition, Moley (2011) adds that motivation comes from a classroom where “instruction promotes challenge, provides support, and demonstrates relevance” (pg. 251). As a result, students with this much support are willing to take on challenges but only to a certain extent. This points back to the teachers’ instruction. If they push a student too hard without much support, the student will begin to stress out and eventually shut down. If teachers want to challenge their students, they must carefully push them just enough, not too little and not too much (Chinappi, 2015). The Self-Determination theory applies to this.

The Self-Determination Theory according to Deci (1991) is “concerned primarily with promoting in students an interest in learning, a valuing of education, and a confidence in their own capacities and attributes” (pg. 325). Students influenced by this theory understand the importance of reading in this case and gain satisfaction from it. Self-determination and autonomy are very important when it comes to reading motivation because it allows the student to accomplish a task from within themselves and feel a sense of pride in their achievement. This give-and-take action encourages students to continue reading because it is internally rewarding. However, Deci (1991) also states that the Self-Determination Theory has a where there are internal types of regulations, “the regulatory process is choice, but when it is controlled, the regulatory process is compliance” (pg. 327). Reading for students, especially in the elementary

school grades should come from choice rather than it being strictly forced by the teacher. If a teacher interferes with this regulatory process and instead controls what the student reads, the student's reading motivation will be negatively affected. According to Stipek (2001), "If [a teacher] controls or even helps [their] [student] too much... she can't claim her success as her own" (pg. 85). Which is why teachers need to be careful in what they regulate. On the other hand, teachers should consider looking at intrinsic and extrinsic motivation for deeper understanding.

### **Intrinsic and Extrinsic Motivation**

When speaking of motivation, especially when it comes to a school setting, commonly seen terms such as extrinsic and intrinsic motivation are apparent. Both intrinsic and extrinsic motivation can be key elements to drive students to actively learn in class. Nevertheless, educators need to become aware of intrinsic and extrinsic motivation because these two types of motivation are key ingredients in getting reading motivation in this case. The next two paragraphs will elaborate on the two types of motivation and generalize its importance in the classroom.

#### **Intrinsic Motivation**

Intrinsic motivation is manifested when the student has the inner self-desire to do something. This type of motivation has emerged as one of the most important aspects of education among teachers. When actively induced, intrinsic motivation can result in high-quality learning and achievement (Ryan & Deci, 2000). It is also important to note that some students may be more intrinsically motivated to learn more than other students. Moreover, because intrinsic motivation is so innate, research points out that intrinsic motivation can come from satisfaction in completing a task or the task itself being interesting (Ryan & Deci, 2000). For

reading, “Intrinsic motivation drives student reading and reading achievement; students who read only for external reasons—prompted by grades, rewards, or recognition—do not read as often or as deeply” (Guthrie, 2012). Being intrinsically motivated to read enables a student to have more academic success rather than those who read for extrinsic reasons. A student that is intrinsically motivated will view reading as something rewarding. Nevertheless, there will be a focus on intrinsic motivation as a psychological phenomenon that comes off as satisfaction from completing an interesting activity which has been covered in this paper.

### **Extrinsic Motivation**

Extrinsic Motivation happens when the student is rewarded for accomplishing a task. For example, when a student is “highly motivated to do homework out of curiosity and interest or because he wants to procure the approval of a teacher or parent” this is known as extrinsic motivation (Ryan & Deci, 2000, pg. 54). Though not as valued as intrinsic motivation, extrinsic motivation can serve as a critical tactic to use in the classroom (Akin-Little et. al, 2004). Students tend, however, to perform extrinsic activities with remorse and resentment, or the desire to complete a task because of its usefulness and utility (Ryan & Deci, 2000). Nevertheless, in most cases, educators cannot always rely on intrinsic motivation for active learning, but instead utilize extrinsic motivation for activities that are tedious and unenjoyable. However, learning how to activate extrinsic motivation becomes an essential strategy for successful thinking (Ryan & Deci, 2000). As a result, this regulates behavior, and increases performance, but it almost never leads to developing intrinsic motivation (Ames, 1992).

### **Factors to consider that supports second grade reading**

There are some key factors to consider when it comes to reading motivation and that is the student, content, teacher, method and process, and environment (Williams & Williams,

2011). These factors also apply to second grade students. These terms will be discussed briefly in this section.

### **The student**

The student's role in education to gain and apply knowledge. Motivation for students is so essential because it feeds into the learning process. When a school is more focused on achieving higher scores on exams and competing for grades, a student's reading motivation will diminish (Meece et al., 2006). There are points to consider when trying to raise student motivation. First, there must be intrinsic motivation among students. Students who are motivated intrinsically tend to develop high regard for learning course information without the use of external rewards or reinforcement (Williams & Williams, 2011). This intrinsic motivation can be brought out when a student's needs are met. If a student suffers from low self-esteem, the teacher must do what they can to address that issue either by providing encouragement or opportunities (Williams & Williams, 2011).

### **Content**

Content, or literature in this case, needs to be relevant and useful to a student's life. Student motivation largely depends on whether a teacher fulfills the student's needs. These needs include 1). Feeling in control of their learning, 2.) Feeling competent, 3.) feeling connected to others (Williams & Williams, 2011, pg. 9). Teachers are expected to bring new books and teach creative activities from them that help foster a student's learning engagement according to Williams & Williams (2011). Moreover, giving the student a wide variety of text to choose from gives them an opportunity to read new books or find something based on their interests. By having a wide variety of reading options, Gambrell (2011) states that this, "communicates to students that reading is a worthwhile and valuable activity and sets the stage for students to



develop the reading habit” (pg. 173). In the case of second grade students, there should be appropriate and interesting books in their class library. The reading content is what hooks students into reading more.

### **Teacher**

Teachers need to be empowered to teach to attain educational goals. In this case, motivating students to read should be the goal. When getting students to read, teachers must consider the needs of the whole child and use this knowledge to match the right book to the right reader at the right time (Moley et al., 2011, pg. 250). Teachers also “must begin by being intentional about the texts they select and the purpose for which they select those texts” (Moley, 2011, pg. 252). Many times, teachers pick out books that go hand in hand with the curriculum but do not give students the time to pick books out for themselves. In addition, the teachers themselves need to be motivated as well. They are an explicit model for reading motivation. A “teacher who values reading and is enthusiastic about sharing a love of reading with students” will foster reading motivation within their students (Gambrell, 1996, pg. 20).

### **Method and process**

The method and process are defined by how information is presented in the classroom. The basic structure of supporting motivation in the classroom through methods and processes includes 1.) creating a classroom structure and institutional method that provides the environment for optimal motivation, engagement, and learning 2.) Teachers helping the student to develop tools that will enable him or her to be self-regulated (Williams & Williams, 2011, pg. 11). One example of effective methods that can be used to motivate reading is guided discussions. Through guided discussions, “students can demonstrate reading comprehension with integration of multiple and different texts and critical thinking using analysis and synthesis of

information” (Williams & Williams, 2011, pg. 13). This helps the student make connections to outside sources that may motivate them to read more.

## **Environment**

The classroom and the school need to harbor an effective learning environment for students to be motivated to read. As stated by Fredericks, “establishing a commitment to education is essential if youth are to benefit from what schools have to offer and acquire the capabilities they will need to succeed” (Fredericks et al., 2004, pg. 60). A classroom needs to be set up in a way that is friendlier and inviting to the students. This is especially true for reading spaces.

## **Evaluation of Options**

### **Evaluation of Options Analysis for second grade students**

Increasing reading motivation will be difficult at first since it requires time to implement. Students need the guidance and resources necessary for reading motivation to take place. The writer focused on increasing reading motivation for second grade students. A point to consider when teaching to lower grade students is that they require energy and motivation from the teacher as well. To encourage reading motivation in the classroom, there must be consideration to what teachers need to apply. Every student requires a different type of motivation, and or already has one. It is up to the teacher to cultivate that motivation and funnel it into reading. Thus, there is a multitude of possible options to this issue but in short there are three possible recommendations.

#### **Possible Options:**

1. Growth mindset
2. Read Alouds

### 3. Collaborative reading

There will be three criteria used in evaluating the possible options, they are:

**Time:**

*Time* will refer to the period a certain solution would come into place if considered to be inputted. Time is extremely significant in education because the longer for something to be created will affect those who are in the system. The faster a solution, is to be executed, the better it is for those affected.

**Cost:**

*Cost* will estimate how much the solution would end up costing the schools. Resource and other reading materials would greatly benefit students. In other words, increased reading motivation and student achievement should be a priority.

**Effectiveness:**

*Effectiveness* will look at how well a solution would work if it were to be implemented. There should not be room for error as the only way a solution would work is if its success rating lies between 80% to 90%. The goal and key for successfully getting a class full of second grade students motivated to read would have to come from its effectiveness.

**Option 1: Growth mindset**

A growth mindset is an important aspect to consider when motivating a student. A growth mindset is when students believe that their talents and abilities can be improved and cultivated through hard work (Wilcox, 2017, para 3). This means that they also see their struggles and failures as part of growth. In other words, students will be more motivated to achieve their goals. For second grade students, the growth mindset in reading motivation should

involve the teacher praising the student, but also providing them with a book that is challenging but not too challenging for the student to read. Often, some students, especially lower grade students give up when the reading gets too tough or does not interest them. What teachers can do to foster this growth mindset is to praise students for their hard work.

However, how a teacher praises a student matter. Teachers would want to avoid telling students, “Wow you are smart at reading” and instead say “I see you have been practicing your reading, good job!” (Wilcox, 2017, para 4). This tells the students that they have the power to improve further. In addition, the teacher should be monitoring the reading progress of the student and actively encourage them by giving them words of praise. Furthermore, students will garner that growth mindset and utilize it to read more in this case.

### **Option 2: Read Alouds**

Read alouds involve the teacher reading a book out loud for the students, as the name suggests. This method of teaching helps students build comprehension skills as well as develop a love for reading. Reading aloud helps students “develop background knowledge and connect concepts so that [they] can begin to clarify their thinking during their discussions with their peers and teacher” (Wadsworth, 2008, pg. 1). This gives struggling readers a rest and in turn, helps them focus more on the more pleasurable aspects of the book such as the main characters, dialogue, and the plot, “Reading aloud to children enables them to hear the rich language of stories and texts they cannot yet read on their own” (Wadsworth, 2008, pg. 3). This can be true with second grade students since they are still building upon their reading skills. Moreover, this method can branch off into independent activities where the teacher can monitor while the students actively discuss the book with their peers.

### Option 3: Collaborative reading

The traditional model for teaching includes the teacher lecturing and students taking notes while listening. This outdated model will inhibit students to become less motivated if it is the same idle routine over again. Teachers will need to update from this model and instead allow for more collaborative work, especially when it comes to reading. Collaborative reading allows for the teacher to lecture and then leave the students to do their own independent work. Students in turn will be able to take in the information learned and collectively ask questions among their peers. This encourages deeper understanding of the lesson rather than internal memorization (Wilcox, 2017). In collaborative reading lessons, students will also be able to check for understanding with their classmates about the book being read. This results in the students being, “participants in their own learning, rather than witnesses to the instructor’s knowledge” which will further increase reading motivation if executed correctly (Wilcox, 2017, para 11).

<b>Options:</b>	Time	Cost	Effectiveness
Growth mindset	2	1	3
Read Alouds	1	1	3
Collaborative Reading	1	1	2

Time: 1= Least amount of time, 3= Most amount of activity

Cost to the school: 1= Most expensive, 3= Least expensive

Effectiveness 1= Least effective, 3= Most effective

### **Conclusion**

Reading motivation is an important cursor to education. Reading enables the student to develop literary skills that can eventually be useful to them in their educational future. The writer did research to conclude that increasing reading motivation must come from the teacher, putting other factors aside. Teachers foster learning among their students, it is only right for them to also encourage motivation for effective learning. After viewing and describing the options provided, the writer had chosen to conduct a read aloud based lesson. She believed that read alouds would be beneficial to students because it takes the least amount of time and cost to implement. Moreover, read alouds made for a flexible lesson plan where the writer had a follow up activity based on the unit that the second-grade class was studying. Her research also suggested that read alouds increased reading motivation for second grade students. This method strengthens and builds reading and comprehension skills which would be an asset for students to have in the long run. The writer did not choose the other two options because they would both take longer to execute, and the results would be mixed. Nevertheless, the two other options are also effective means of increasing reading motivation. The writer felt that the other options would be better implemented by the teacher rather than the writer since it would take longer for the effect to take place. The purpose of this research was to investigate what increases reading motivation and how to keep that motivation going in second grade students.

Motivation can be a powerful tool to utilize in the classroom. The writer in her literature review examined the three types of motivation which included The Self-Motivation theory, intrinsic motivation, and extrinsic motivation. The Self-Motivation theory was grounded on the idea that students are motivated by their choice without any interference. If any external interference occurs, then that motivation drops. This ties into the other two motivation types, intrinsic and extrinsic motivation. In brief, intrinsic motivation is driven by internal satisfaction while extrinsic motivation is activated through external rewards. Teachers should be able to differentiate the two. Moreover, there are other factors to consider that can affect student motivation such as the student, the content, the methods, teacher, and environment. For the evaluation of options, the writer chose the read aloud option from growth mindset and collaborative reading.

In this paper, a lesson plan will be implemented that incorporates reading and motivation for a second-grade classroom. After writing her literature review, the writer chose to conduct a read aloud lesson including the importance of reading and motivation as a precursor. The writer did not see much research done for motivation among elementary school students. Many assume that children at this age already have built in motivation to read because they are young and view school in high regard. However, the fact of the matter is, students as young as first grade are showing low levels of motivation. Reading is a fundamental skill that all students should value. Without the proper motivation students will fall behind their peers in reading ability. For this reason, the writer decided to act and implement her project at a local elementary school.

### **Design**

The capstone project was conducted at a small, rural elementary school located in the heart of the Salinas Valley. The city's population is about 8,479 residents and the median income averages \$55,690. The population demographics are as follows 93.9% Hispanic or Latino, 4.2% white, 1.9% Asian, 0.5% Native American, and 0.2% African American (U.S. Census Bureau QuickFacts: Gonzales city, California, n.d.). The school district currently has one elementary school, one middle school, and one high school. It's elementary school which serves grades K-4 contains about 803 students. This number is similar to its middle and high school. Consequently, this school district has an overcrowding problem which makes it difficult to work closely with its students. On the other hand, the school's demographic population consists of 98% Hispanic or Latino, 0.003% Filipino, 0.003% American Indian or Alaska Native, and 0.009% white. As a result, there is 65% English Language Learners, 0.01% foster youth, 0.093% foster youth migrant education, 0.2% students with disabilities, and 87% socioeconomically disadvantaged ("California Department of Education," n.d.).

The school has a schema known as pawprints of learning which includes communication, collaboration, critical thinking, and creativity which falls into the umbrella of 21st century skills. This correlates with the school's mission statement and vision. The school's mission statement aims to provide a warm, stimulating environment where students can actively learn and achieve academic proficiency. In addition, the school also attempts to serve the students based on their needs and values. Furthermore, their vision is to ensure that they provide opportunities for their students to lead positive lives and become active members of their community. The entire mantra strives to positively influence its students into trying their best. Moreover, the writer chooses to include the paw prints of learning because she will be focusing on motivating students to read and their mantra encourages it.



The writer implemented her capstone project at this school because she grew up in that same community and hopes to give back to it. When she attended that elementary school, there was an active campaign to get students reading and increase literacy skills. She feels like she strongly benefited from this movement even now as a college student. Teachers used to actively motivate their students to read and make lessons fun and interesting. Such examples include making conferences with students, setting goals, playing games, making students more creative, and bringing in the arts to build a good rapport with their students. These activities inspired the writer to incorporate this into her capstone project in a second-grade classroom.

### **Implementation**

The goal of the writer was to teach a read aloud lesson to a second-grade class hoping to motivate them by reading. The writer chose the picture book “Waiting for the Biblioburro” by Monica Brown and illustrated by John Parra to conduct her lesson. She kept in mind that most of her class were E.L. students with Spanish as their native language and a few special education students. The book that was chosen included various Spanish words and simplified language which would make it easier for the students to follow along. In addition, the protagonist of the book loves to read, and the writer wishes to motivate the students to read more through this lesson. The students have background knowledge of read alouds and are mostly able to participate and comprehend with the guided reading.

For this lesson, the writer included literacy standards for second grade using content standard CCSS.ELA-LITERACY.SL.2.2 :Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. When reading a book, it is crucial for a student to be able to comprehend and describe details from the text because it can show interest in this case. Furthermore, the lesson objective was: Students will recount three

details from a story read aloud. These three key details were indicators for understanding. After the guided reading, the students were assessed by completing a reflection that includes three things that they learned and how they will incorporate reading into their lives. The closing activity was having the students create a mini book which will be compiled together to create a class book for their library.

At the start of the lesson, the writer conducted an engagement activity which took about ten minutes to complete. The writer will be known as the “teacher” for this section. The teacher introduced herself and began by asking students if they love to read. A handful of students said no and a majority said yes. The teacher then brought out her favorite book and discussed how it affected her life. This was based on her research in her literature review where if a teacher loves books, her students would most likely be the same. She then elaborated the importance of reading and asked the class two questions, “How has libraries impacted your lives?” and “What would life be like without books?” Students shared their responses with the teacher who, after about five responses, transitioned into introducing the protagonist of the book who loves reading. At this point of the lesson, the students were assessed based on their interest level and participation to the questions being asked.

The next section of the lesson was the exploration activity which was the guided reading of “Waiting for the Biblioburro”. Before embarking on the reading, the teacher had the students break down the meaning of “Biblioburro”. Once a student responds with the answer, “library donkey”, the teacher preceded by having the class foreshadow what the story would be about using that context clue. After one minute of foreshadowing, the teacher began reading the book aloud. During the read aloud, the teacher checked for understanding and assessed the students based on their listening and comprehension skills. For example, if the students are able to

connect and foreshadow different events in the story. The teacher did this by pausing at different sections of the book and having the students pair share and state their thoughts or answers. For example, on page 5 the teacher will ask the students what the donkeys are carrying, and the class will respond by saying books. In addition, the teacher will also pause again on page 9 and ask the class what the librarian is doing and how it sounds similar. The students will respond by saying that it sounds like a teacher. The time allotted for this lesson will be about 10 minutes.

After reading the book, teacher moved on to the explanation activity which took about 20 minutes to complete. The teacher began a discussion on how the librarian had a unique way of bringing books and then refer to the around the world worksheet and world map. The teacher informed the students that in different countries moving libraries, like the library donkey, are utilized. The teacher gave the examples of Norway and Kenya to students.

### Libraries Around the World

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In **BANGLADESH**, librarians load boats with books and computers to share with villagers in remote parts of the country.

In **NORWAY**, a book boat carrying 6,000 books visits up to 250 communities on the islands and fjords that surround the country.

In **KENYA**, librarians ride on camelback over rough terrain and through searing heat to carry books to remote villages.

Librarians in **THAILAND** deliver books to people on the backs of elephants.

Donkey-drawn wagons bring books to readers in **ZIMBABWE**.

Two burros, Alfa and Beto, deliver books to remote villages in **COLOMBIA**.

In rural areas of the **UNITED STATES**, libraries in buses or vans called "book mobiles" travel from community to community to bring books to readers.

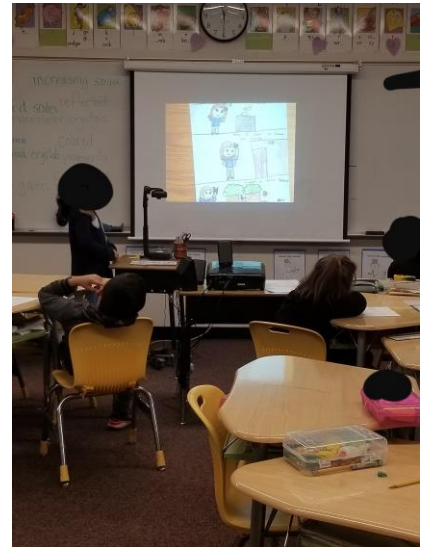


(courtesy of Leigh Courtney, Ph.D.)

Following the discussion, the teacher asked the students about their class library and proceeded to draw a Venn diagram on the board. Students compared the two and after about three responses on each section, the teacher asked the class what they think the class library should include and

how students will make that possible. The class can collectively shout their answers out at this point. Students at this point will be able to recount what they learned about the importance of libraries and at least three key details from the book based on the Venn diagram.

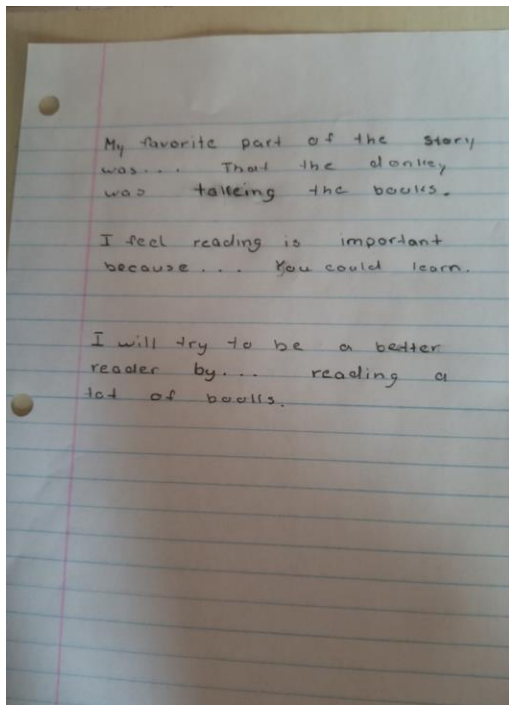
The next section of this lesson is the elaboration activity which will take about 20 minutes. The teacher announces to the students that they will be able to make their own mini stories just like the protagonist did in the story. The teacher then models how to make their three-panel story using her example on how she made breakfast this morning. Students have the freedom to come up with any story just if its school appropriate. They will be given ten minutes for this task and be handed blank sheets of paper and be able to use their own writing utensils. Once the timer goes off, the teacher will explain the relevance of the activity.



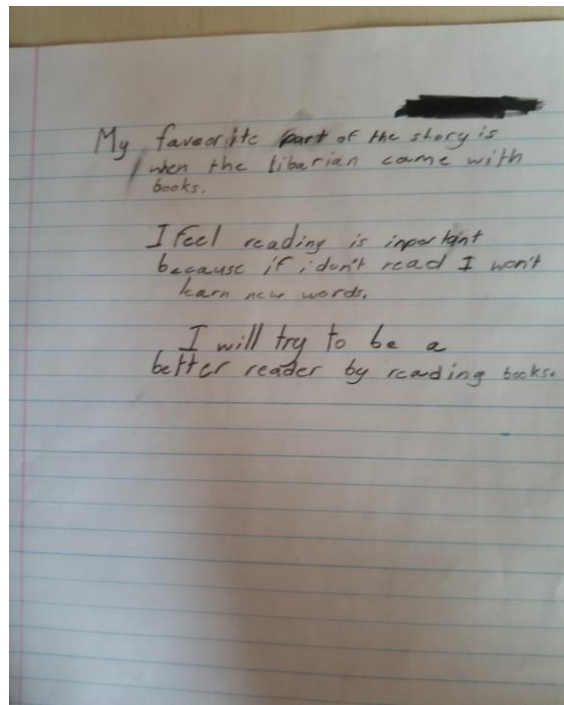
(Figure 1. Student sharing work, May 1, 2019)

The teacher states that the purpose of making the mini creations of what they imagined, and books tell stories that can be interesting and have meaning. The teacher will then call up students that want to share their mini stories. After about 5 participants, students will then consider what they learned and apply it to the next activity.

The last activity was the evaluation which took 15 minutes to complete. The teacher will ask the class to write a reflection of what they learned today. Since they are second grade students, the teacher explained to them what a reflection was by telling them, “what you think about today’s lesson”. The teacher then modeled three sentence frames for the students, “My favorite part of the story was”, “I feel reading is important because”, and “I will try to be a better reader by”. The teacher gave them 10 minutes to complete their reflections.



(Figure 2. Student Response 1, May 1, 2019)



(Figure 3. Student Response 2, May 1, 2019)

After the timer goes off, the teacher will collect student responses and conclude the lesson by reminding students that reading is important and can be fun.

### Evaluation

Before conducting her lesson, the writer had to use an eBook for the read aloud since the paper copy would not be able to arrive on time. Though she was able to read aloud, the formatting of the book on the projector screen did not allow her to display the pictures that were

included in it. As a result, some students appeared restless and distracted when no pictures were being shown. Although this happened, the writer was able to bring the class back with some fun activities after the reading. It seemed that students understood the lesson and cooperated well with the writer. The goal of the writer's lesson was achieved, students were motivated and eager to read.

### **Reflection**

After implementing her capstone project at the school site, the writer experienced some challenges and some successes. These are primarily tied down to time constraints. Nevertheless, the writer worked through the lesson and had the time to reflect on what could have been done better and what was a success. This is further explained in this section.

### **Discussion**

During the initial stages of her capstone, the writer found some challenges that limited what she can accomplish in her lesson plan. Her capstone revolved around reading motivation, and she had trouble figuring out how to assess students on their reading motivation. She was going to assess them based on the books that they read at the end of the week on their reading logs, starting her lesson on a Monday. Nevertheless, the writer had some time constraints which caused her to change her evaluation from a reading log to a reflection.

In addition, since she was going to conduct a read aloud for the students, she was required to purchase the book for the lesson at hand. The book that the writer chose was a picture book called "Waiting for the Biblioburro" by Monica Brown. She chose this book because the protagonist was an avid reader which can inspire the students in addition to having some Spanish words. This was also in accordance to her research where teachers, "must begin by being intentional about the texts they select and the purpose for which they select those texts" (Moley,

2011, pg. 252). A majority of the class are EL students. However, the paper copy of the book was not going to arrive on time, so she instead bought a virtual copy of the book. Though it was more convenient, the writer had difficulty opening the eBook on the projector screen. As a result, the eBook did not display the images and text in full which made it difficult for some students to focus on the read aloud. However, the writer continued reading.

After the read aloud, the writer had the students work on an elaboration activity which the students were very excited about. The activity involved the students creating their own mini stories just like the protagonist did in the picture book. Of course, the writer modeled a mini story for the students and gave them fifteen minutes to work on their mini stories. The students seemed very into the activity. After the timer went off, the writer collected their mini stories and explained to the class that their work will be compiled into a class book for their class library. The students were ecstatic about this idea. This was a success in the lesson.

Near the end of the lesson, the writer asked the class to write a reflection of what they learned. There were some confused faces because these second-grade students did not know what the word reflection means. The writer probably could have stuck with her first assessment idea since writing a reflection for second graders seemed above their grade level. Nevertheless, the writer modeled three sentence frames for the students to follow. This alleviated the problem and the students were able to write their reflections. After the lesson was over, the writer thanked the class and went her way. Overall, there were some successes but there is always room for improvements.

### **Recommendations**

The writer recommends purchasing a paper copy of the book ahead of time for the read aloud. Paper copies suit the younger grades much better because it provides for a sense of

authenticity where the students can see the pictures and the book being read. In addition, she also recommends having a better engagement activity at the beginning of the lesson. The writer cut time out of the engagement activity to focus more on the read aloud which was detrimental to the capstone because the writer was primarily focused on motivation. Without a good engagement, the students will not be motivated for the lesson at hand. According to Gambrell (2011), students need a “desirable activity [to] sustain their engagement in reading and thus become better readers” (Gambrell, 2011, pg. 177). Moreover, the goal was to have students motivated to read. For the assessment portion of the lesson, the writer had the students write a reflection based on what they learned. They followed the writer’s sentence frame models and began writing their thoughts. One of the questions that the writer asked the students was whether they will continue reading or not. The writer needs to be careful in what to regulate, “If [a teacher] controls or even helps [their] [student] too much... she can’t claim her success as her own” (Stipek, 2001, pg. 85). This does not accurately indicate that they will be reading more books. If the writer conducted the lesson on a Monday and came back on a Friday to collect class reading logs, this would have been a better indicator. Overall, if the lesson was planned to last for more weeks, there would probably be a much better result in student reading attitudes.

### **Future Plans to build on the Capstone**

If this capstone were implemented in the future when the writer becomes a teacher, there will be at least two important modifications. For instance, the writer cannot fully engage the students to be motivated to read in one day. This will take weeks and maybe even months for this to occur. What the writer wants to accomplish is reading motivation. She will first start off with a read aloud lesson like she did in her capstone project, however it will be branched off into separate lessons. First, she will pick at least 3 meaningful, and relevant books that are interesting



for the students. The writer will pick two days out of the week to read aloud to her students, this way they will not be overwhelmed with constant read alouds. In addition, the writer will stop at critical moments for the students to wonder what will happen next. This will build excitement and motivation for the next read aloud. Moreover, the writer will add some fun activities at the end of each book. Second, the writer will stock up her library with grade level appropriate books for her class. This provides variety as well as invoke interest to students. The writer hopes that through this, students will gain self-efficacy, a form of motivation, and begin reading on their own.

### **Conclusion**

As stated previously, the goal for this capstone was to motivate a group of second grade students to read. The writer decided to conduct a read aloud lesson for her capstone based on what she researched in her literature review. Furthermore, what she found in her capstone project is that students are motivated to read when the teacher provides ample opportunities for them to do so. It is critical for the teacher to not force students to read but provide for them a model by which they can follow, which is a read aloud.

Motivation is key when demonstrating new strategies to students. In this case, the teacher will need to adopt practices that promote reading motivation. One of the practices that should be considered is conducting read alouds to students. This capstone focuses on increasing reading motivation in second grade students. This age group is appropriate for students to get a firm foundation for reading as well as promote a love for reading. Overall, what was conducted in the capstone project will serve as an experience that the writer can utilize for future lessons.

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## Appendix

### Lesson plan

#### CSUMB Lesson Plan Teaching and Learning - 5E MODEL

**Lesson Title:** Guided Reading: Waiting for the Biblioburro  
**hour 5 min**

**Lesson Duration:** 1

<b>NAME:</b>	<b>SUBJECT:</b> Reading, English Language Arts
<b>SCHOOL:</b>	<b>GRADE LEVEL:</b> Second grade
<b>Class Description:</b> 2 migrant, 2 special education, 16 EL's.	

<b>Background Knowledge</b>	The students have knowledge of read alouds. They can sit, listen, and answer questions.
<b>Content Standard(s)</b>	<u>CCSS.ELA-LITERACY.SL.2.2</u> :Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>Central Focus/ Learning Target</b>	The goal of the teacher is to motivate the students to read more and will understand the importance of reading.
<b>Lesson Learning Objective/Target</b>	Learning objective: Students will recount three details from a story read aloud.
<b>Assessment Plan, Rubric, and Feedback Procedures After Student Work Analysis</b>	Students will complete a reflection of three things they learned and how they will try to incorporate books into their lives.
<b>Materials</b>	Waiting for the Biblioburro ebook, around the world worksheet (teacher use), 20 paper, crayons, pencils, and 20 binder paper

<p><b>Instruction and/or ENGAGEMENT Activity</b> (Identify necessary supports/scaffolding/modifications)</p> <p><i>[Time Allotted: 10min ]</i></p>	<p>Teacher Does:</p> <ol style="list-style-type: none"> <li>1. Ask students if they love to read. Bring a favorite book and discuss how it affected your life.</li> <li>2. Elaborate the importance of reading and lead discussion on how books and libraries have affected their lives. What would life be without books?</li> <li>3. Introduce the protagonist of book</li> </ol>	<p>Students Do:</p> <ol style="list-style-type: none"> <li>1. They will say no, some yes</li> <li>2. Will be attentive, listen, ask questions</li> <li>3. Listen</li> </ol>
<p><b>Formative (Informal) Assessment</b></p>	<p>Students will be assessed based on their interest level during the class discussion. This will be based on the amount of questions being asked and experiences being discussed.</p>	
<p><b>Instruction and/or EXPLORATION Activity</b> (Identify necessary supports/scaffolding/modifications)</p> <p><i>[Time Allotted: 10min]</i></p>	<p>Teacher Does:</p> <ol style="list-style-type: none"> <li>1. Break down the meaning of “Biblioburro” and have the class foreshadow what the book will be about.</li> <li>2. After discussion, the teacher will begin reading Waiting for the Biblioburro</li> <li>3. On page five, pause and ask the class what the donkeys are carrying.</li> <li>4. Page nine, ask the students what the librarian is doing and how it sounds similar.</li> </ol>	<p>Students Do:</p> <ol style="list-style-type: none"> <li>1. respond to the question being asked. Biblioburro means library donkey.</li> <li>2. listen</li> <li>3. Students will respond “books”</li> <li>4. Students will respond “it is similar to a teacher”</li> </ol>
<p><b>Formative (Informal) Assessment</b></p>	<p>Students will be evaluated based on their listening and comprehension skills. For example, if they are able to connect or foreshadow different events in the story.</p>	
<p><b>Instruction and/or EXPLANATION Activity</b> (Identify necessary supports/scaffolding/modifications)</p> <p><i>[Time Allotted: _10min_]</i></p>	<p>Teacher Does:</p> <ol style="list-style-type: none"> <li>1. After reading the story, the teacher will begin a discussion on how the librarian had a unique way of bringing books. Refer to the around the world worksheet and open a map.</li> <li>2. Draw a Venn diagram comparing the story’s Biblioburro to the class library.</li> <li>3. Ask the class what the class library needs to include.</li> <li>4. Ask how students will make that possible.</li> </ol>	<p>Students Do:</p> <ol style="list-style-type: none"> <li>1. will ask questions about the countries. Be more engaged.</li> <li>2. students will raise their hands and add on to the diagram</li> <li>3. students will begin answering to the teacher.</li> <li>4. students answer back</li> </ol>
<p><b>Formative (Informal) Assessment</b></p>	<p>Students at this point will be able to recount what they learned about the importance of libraries and at least three key details from the book.</p>	
<p><b>Instruction and/or ELABORATION Activity</b></p>	<p>Teacher Does:</p> <ol style="list-style-type: none"> <li>1. Teacher will announce to the class, that they will be making their own mini stories.</li> </ol>	<p>Students Do:</p> <ol style="list-style-type: none"> <li>1. Be engaged</li> <li>2. work on their mini story book.</li> </ol>

<p><b>(Identify necessary supports/scaffolding/modifications)</b></p> <p><i>[Time Allotted: _20min_ ]</i></p>	<p>2. Model a three-panel mini story of how she made breakfast this morning. Stories must be school appropriate</p> <p>3. Explain the purpose of their books. They are creations of what they imagined. Books tell stories that can be interesting and have meaning.</p>	<p>3. Students will consider the information learned and take it into account for the next activity.</p>
<p><b>Closure with Outcomes Assessment or EVALUATION Activity</b></p> <p><i>[Time Allotted: _15min__ ]</i></p>	<p>Teacher Does:</p> <p>1. Ask the class if they can make a reflection about the story that they just read.</p> <p>2. Add how they can try becoming better readers.</p> <p>3. Model sentences for the students: “My favorite part of the story was”, “I feel reading is important because” “I will try to be a better reader by”</p> <p>4. Teacher will start a ten-minute timer.</p> <p>5. After the timer goes off, the teacher will collect student responses and conclude the lesson by reminding students that reading can be fun.</p>	<p>Students Do:</p> <p>1. Take out a sheet of paper and pencil.</p> <p>2. listen</p> <p>3. watch and listen</p> <p>4. Begin writing for ten minutes</p>

Student Work



April 5, 2019

(19)

4-5-19

1 My favorite part of the story was when the donkey and the librarian came.

2 I feel reading is important because you can learn and become.

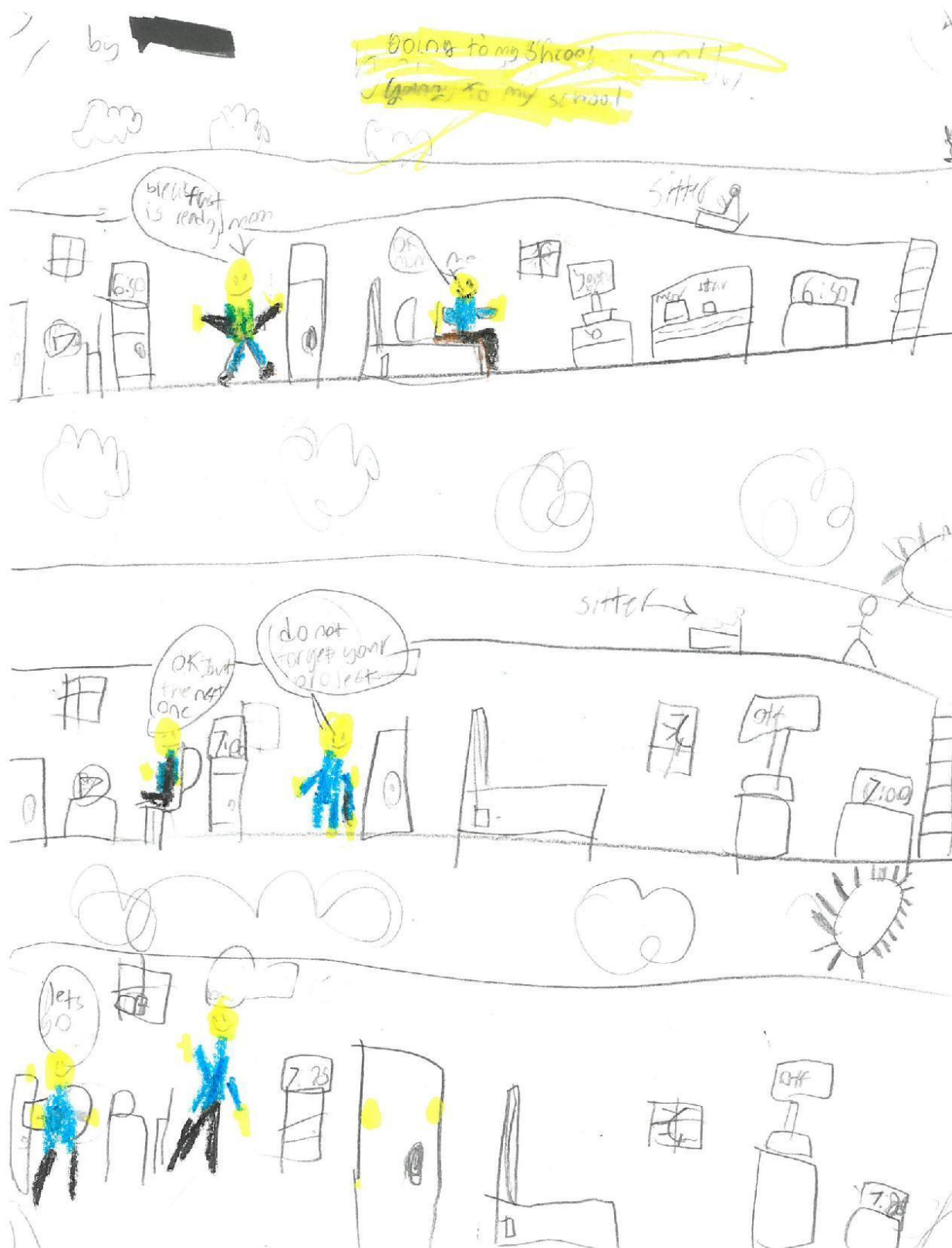
3 I will try to be a better reader by listening and doing my work.

1. reading



██████████ April 5, 2019

My favorite part of the book is, they were selling books. I feel reading is important because you can learn. I will try to be a better reader by reading and reading.



There was a girl in a forest that she live that she like to play. What she want play. She want go outside she got lost she owes she want beg flower to her mom. She love flower at a tree she climb up the tree she found her house she hug her mom.







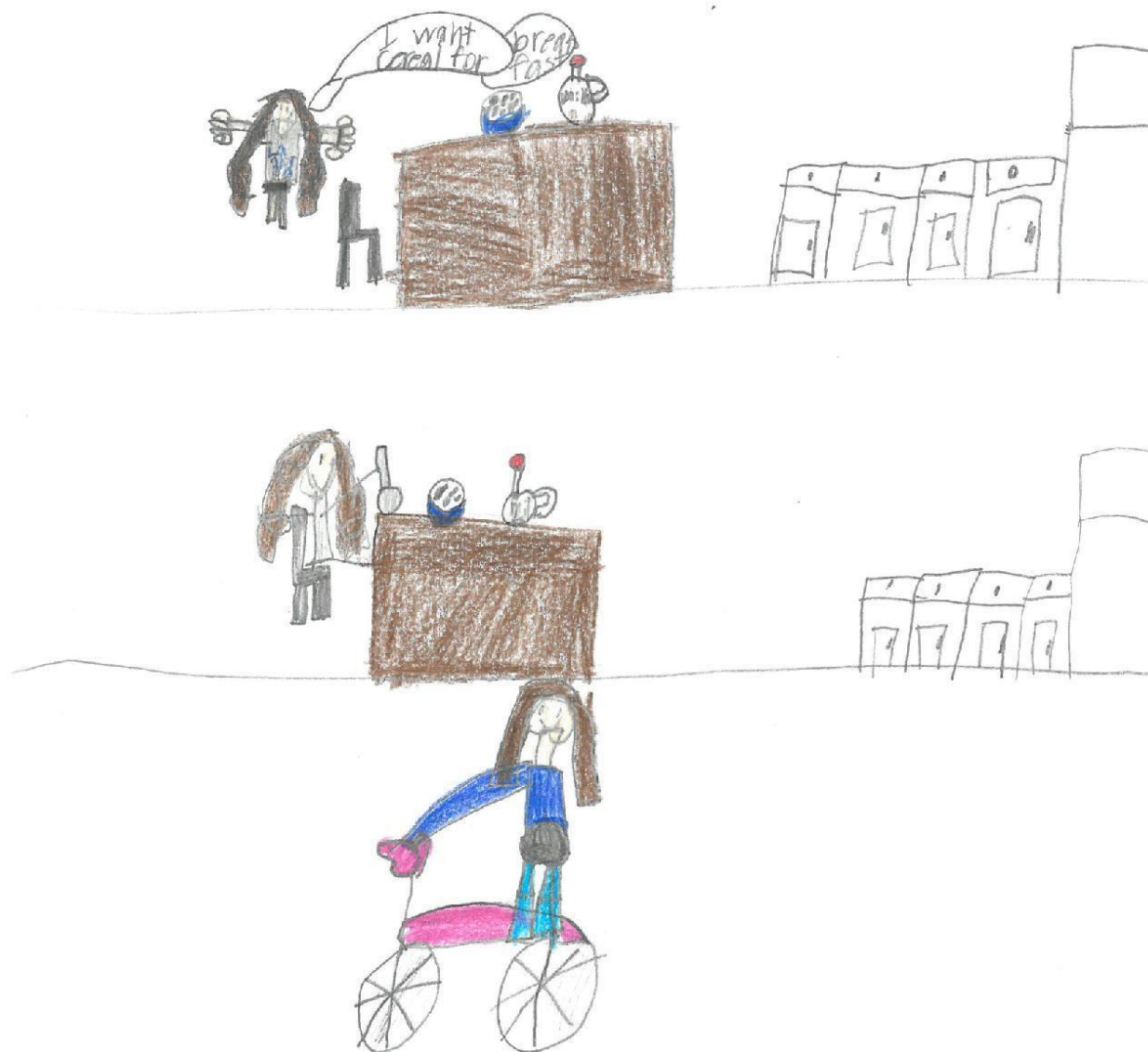
By

[REDACTED]


My morning routine.

Illustrated By

[REDACTED]



by: The hungry snow leopard  
 Once upon a time there lived a  
 snow leopard he was very hungry. One  
 day a person came the snow leopard  
 saw the person. He said to the if he  
 dare's to pass he needs to bring him  
 food.



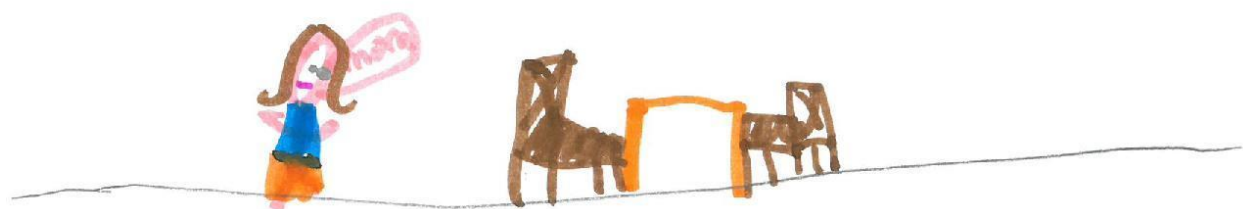
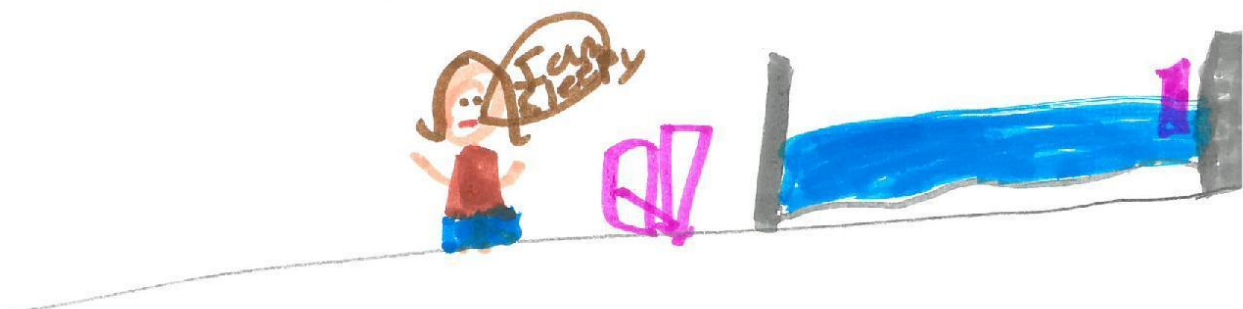
After the person went to his car  
 and drove to his house. he got  
 some food and drove back to  
 the mountain.



Then the person brought the food  
 to the snow leopard.  
 The End!

When I go to School.

by: [redacted]  
Illustrate  
by: [redacted]





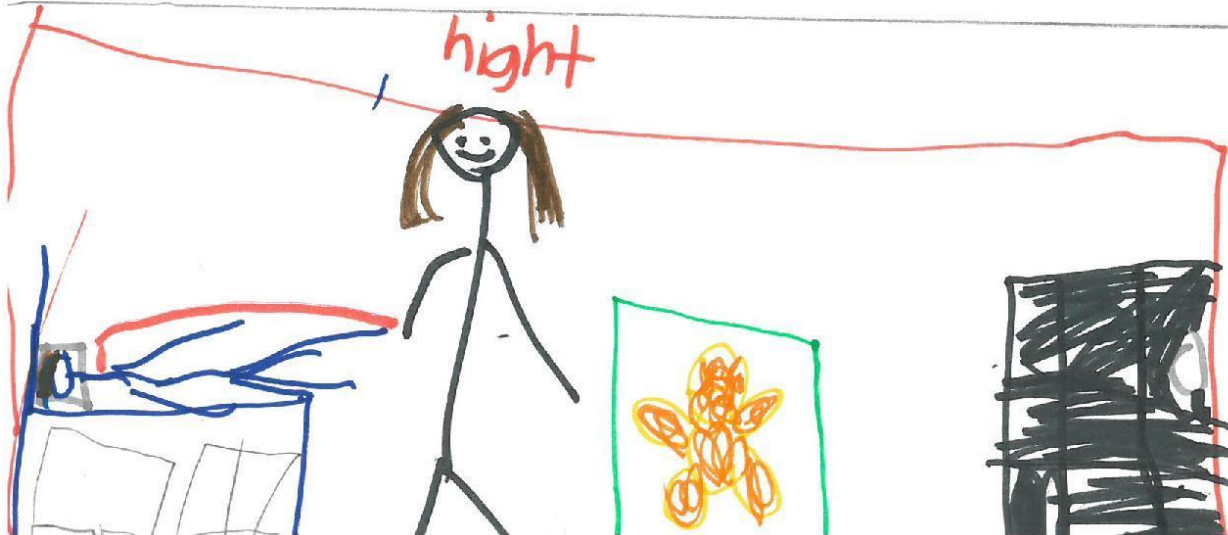
morning By



day



night





~~I~~ I was playing fortnite

Verinapix  
batl

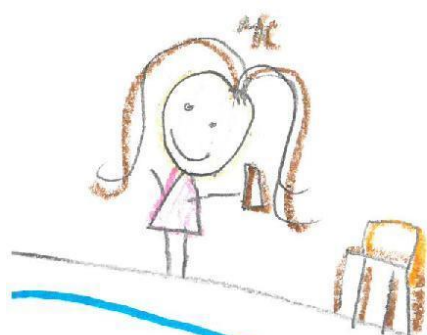
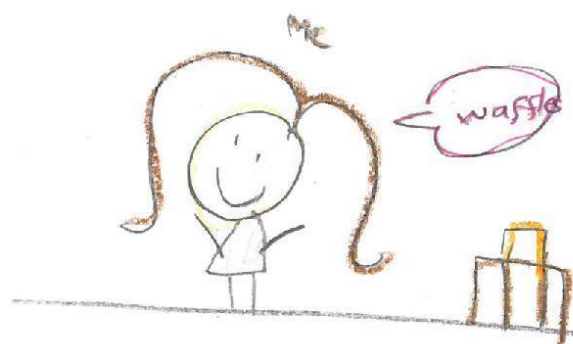


End



Morningtime by: [REDACTED]


illustrated by: [REDACTED]



My favorite part of the story  
was... That the donkey  
was talking the books.

I feel reading is important  
because... You could learn.

I will try to be a better  
reader by... reading a  
lot of books.

  
My favorite part of the story  
was the man was kind enough to help  
her. I feel reading is important because  
it may better to speak. I will try  
to be a better reader by listening.

you could learn how to read



my favorite part of the story  
was when Ana write about the Biblioburro.  
Free reading is important because reading code  
I will try to be a better reader by trying my  
best.

the score, and the children  
 all the M. + David <sup>danke</sup> of the store  
 store Michael + test  
 I for reading es eprte bekas we ned to reading.  
Yes eadit gna likes to read.  
 I will want to read books to read



Name 

4-5-19

My favorite part of the story was  
Biblioburrow when he got the books.


I feel reading is important because  
I get to librian

I will try to be a better reader  
by paseg my red.

my favourite part  
of the story was  
the identity I felt  
reading is I'm powerful  
because...

My favorite part of the story was  
when Ang made the book about  
the dangers. Reading is important  
because if you didn't know how  
to read how will we talk. I  
will try to be a better reader  
by reading a lot.

4-5-19  
Jahnt

  
My favorite part of the story was when the librarian brought the books to share with the children.

I feel reading is important because without reading we won't know our Alphabet.

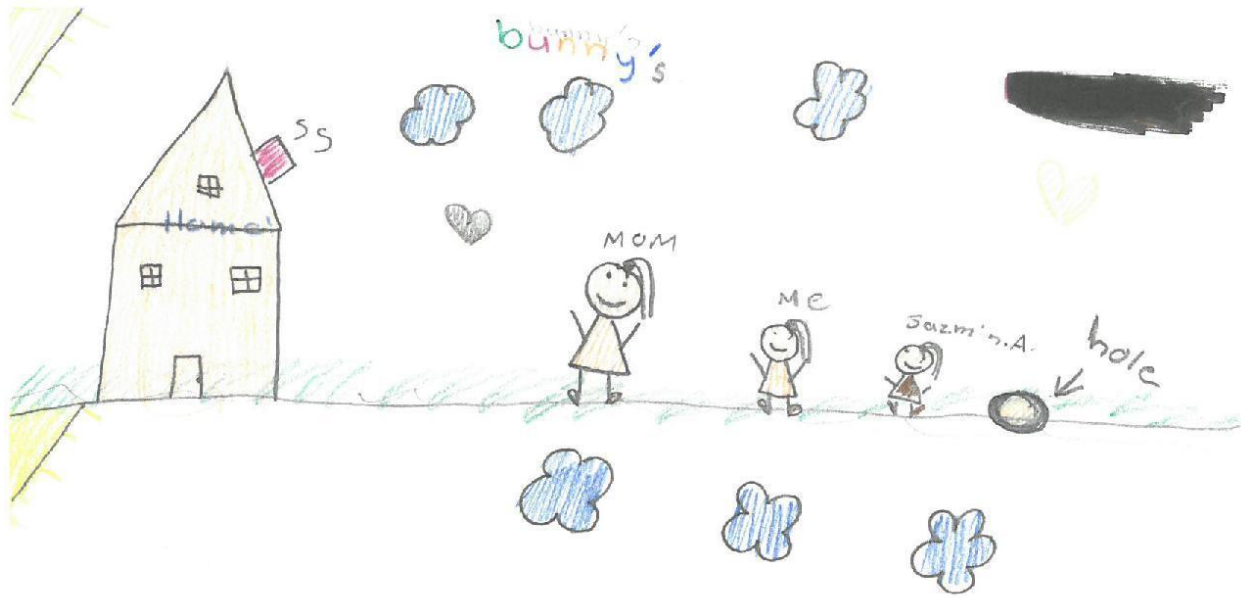
I will try to be a better reader by practicing.

My favorite part of the story was  
when Ana was reading the books.

I feel reading is important  
because you can learn and get  
smarter.

I will try to be a better  
reader by reading more to get  
more technology.





by I am in bed Nam I storre Pechr bog  
 wake up  
 wake up  
 wake up



I eat cereal in the morning

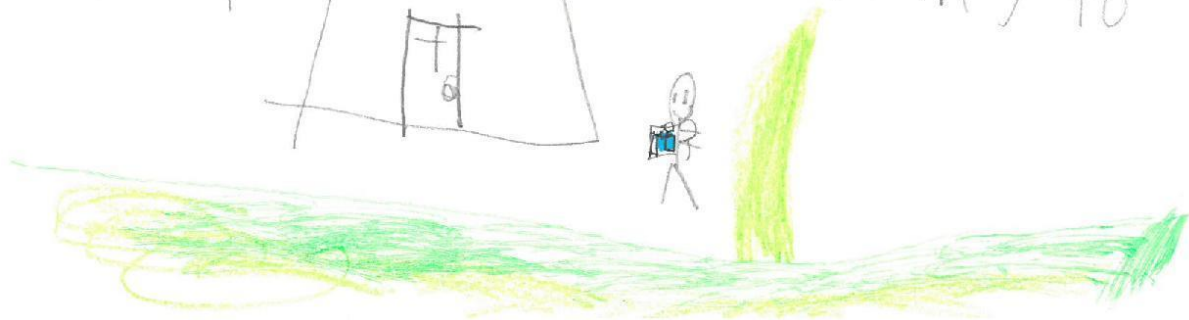


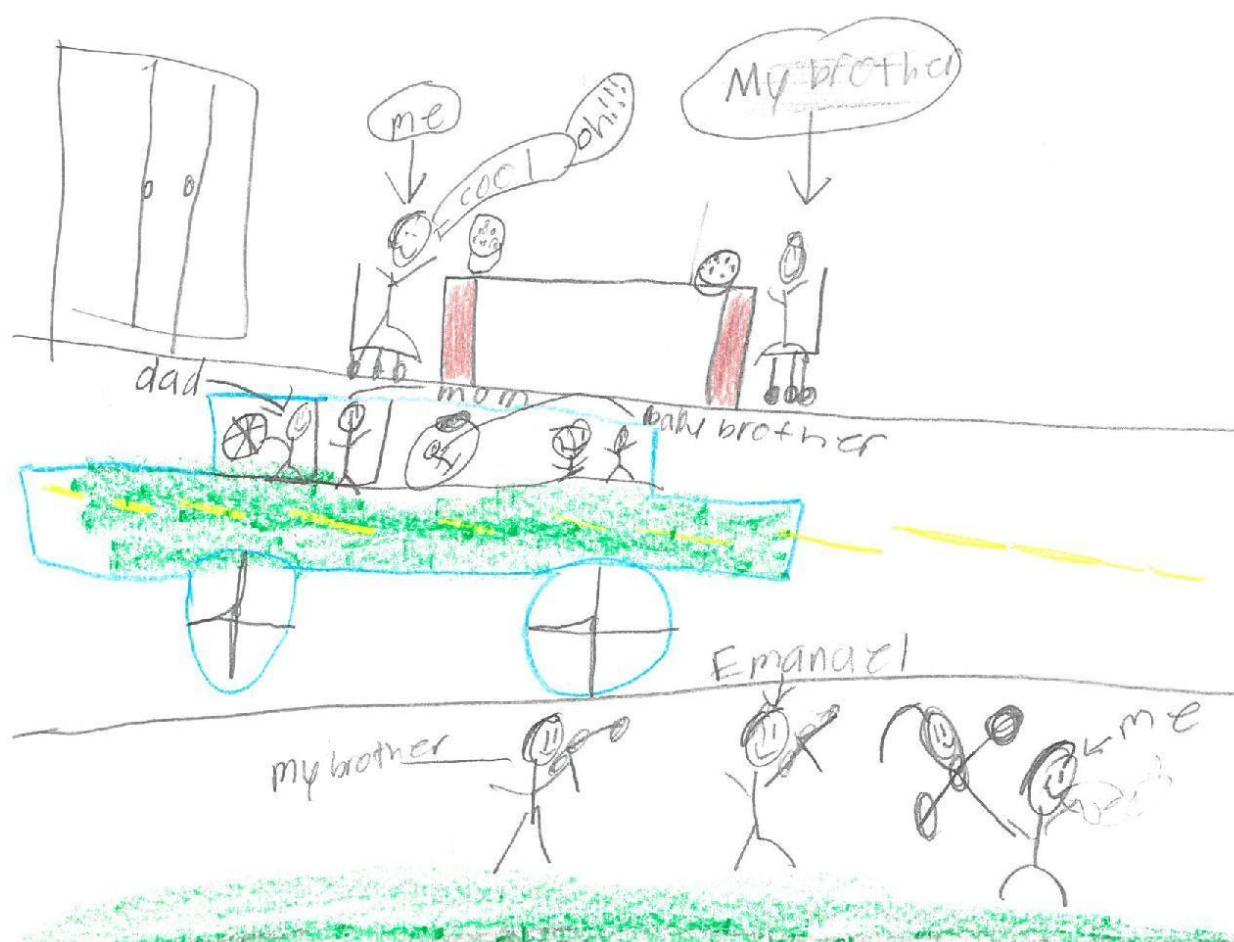
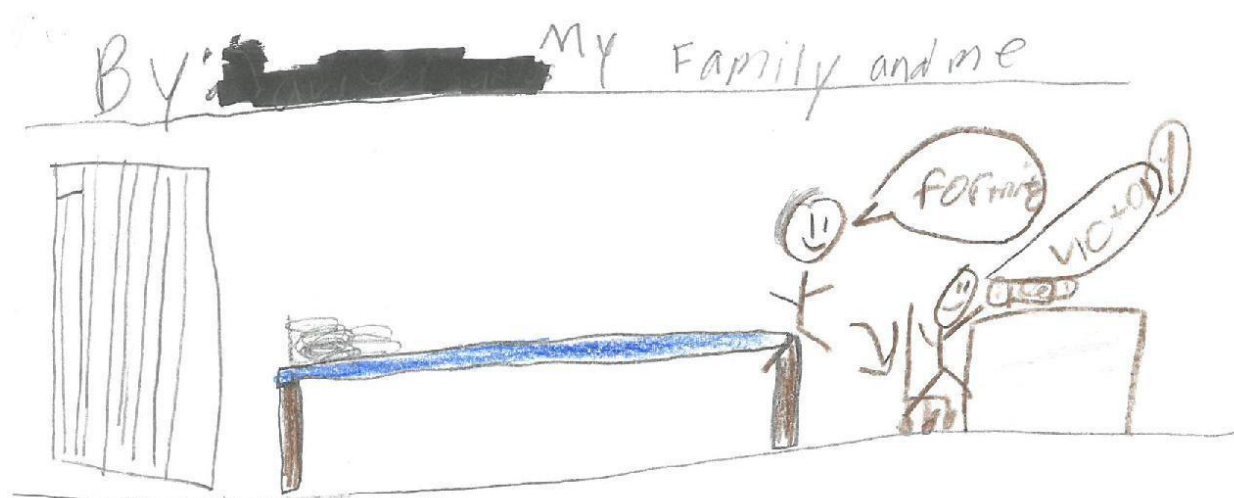
lunch box  
 water

School



I am going to









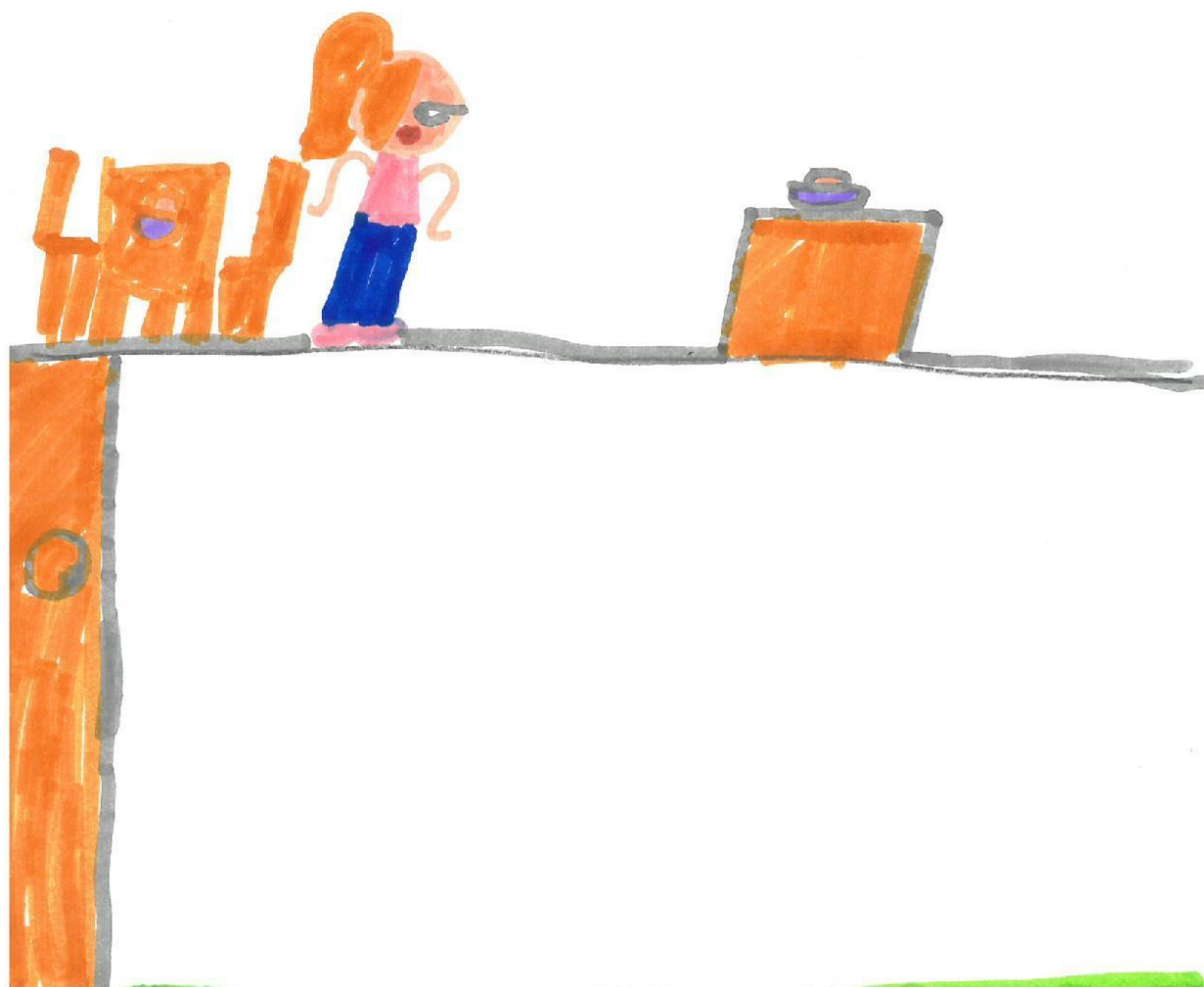
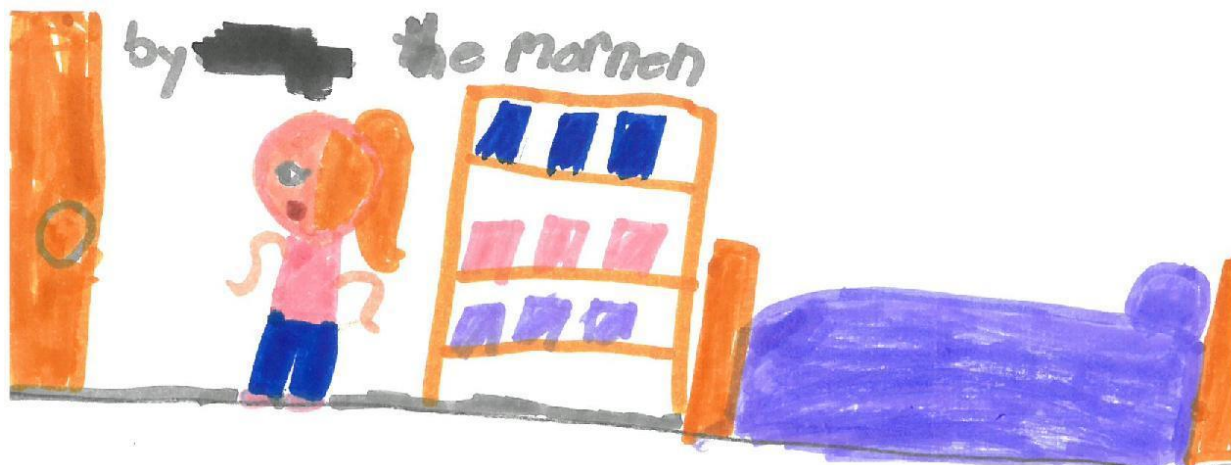












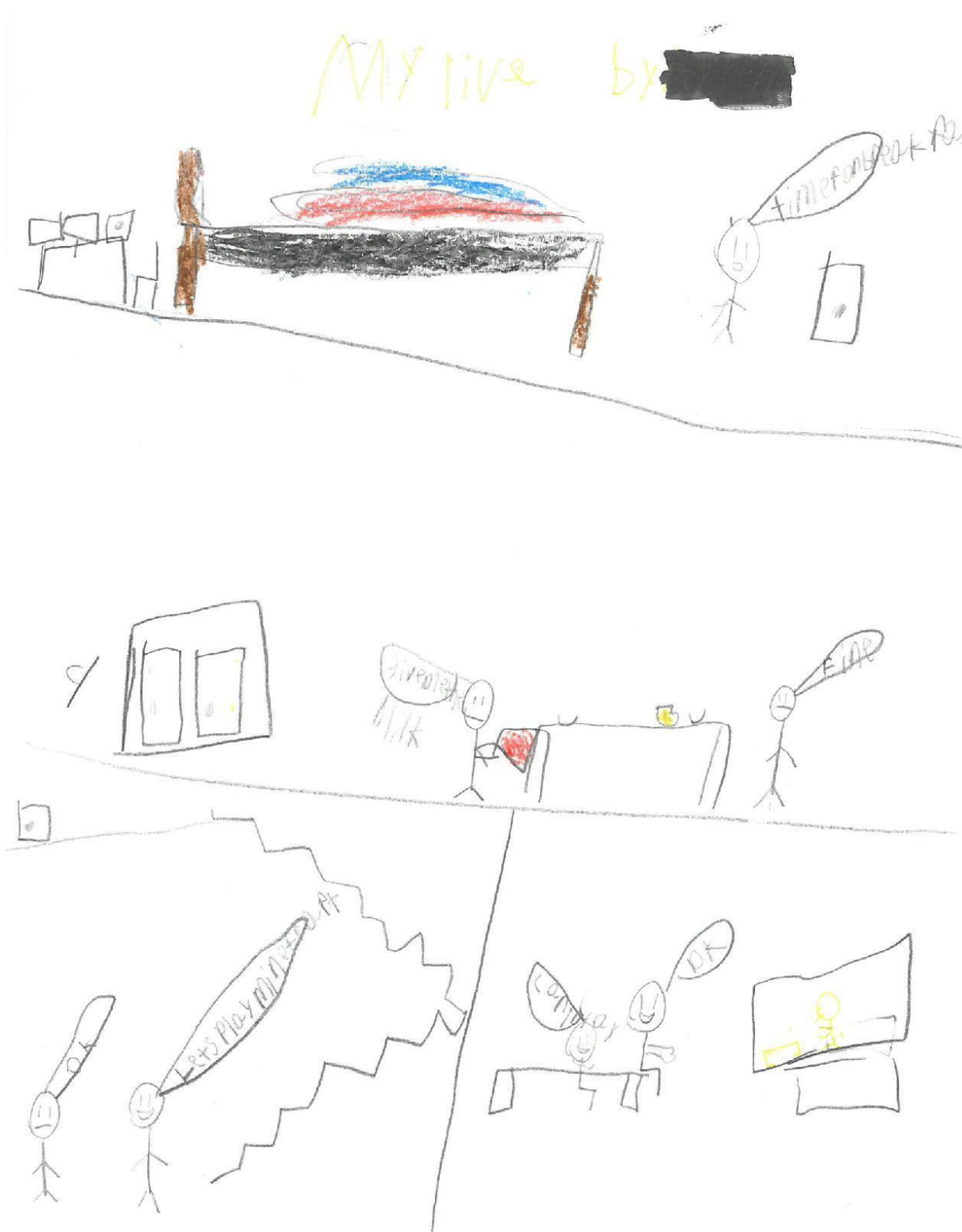
By **GABRIEL**

\_\_\_\_\_

\_\_\_\_\_

fortnite is to kill people and to get v.b. fortnite is to get new skin and lot in  
to buy v.b. and is gam is safer in skins to buy the gam they can find  
people and to kill they and there is lot people they gress  
and to get free skin fortnite is the gam best gam the fortnite  
is the gam lot v.b. like 10,000 v.b. and to get gam the fortnite  
fortnite this volcano can kill sum people and to get gam till in  
can on go early fortnite is to the to get v.b. like million in fortnite they  
dance lot dance they had lot free v.b. and they lot v.b. and to win  
The gam fortnite to get the badge lot v.b. and to win  
The badges and to get new free dance and to get free v.b.







My favorite part of the story is  
when the librarian came with  
books.

I feel reading is important  
because if I don't read I won't  
learn new words.

I will try to be a  
better reader by reading books.

My fav

My favorite part of the

[REDACTED]

My favorite part of the story was  
when the donkey and the man came  
with the books.

I feel reading is important because  
you could learn interesting facts  
about a story.

I will try to be a better  
reader by practicing and practicing.

My favorite part of the  
 story was when the boy was  
 riding.  
 I feel reading.

my favorite part of the story was  
that the donkey came to pass it out  
the books to learning

I feel reading is more fun +  
because you will learn how to read.

I will try to be a better  
reader by reading.

April 5, 2019

(19)

4-5-19

1 My favorite part of the story was when the donkey and the librarian came.

2 I feel reading is important because you can learn and become.

3 I will try to be a better reader by listening and doing my work.

1. reading



My favorite part of the story was that the librarian with the donkeys came and the girl heard sound and she went down the hill and got books. I feel reading is important because you could learn and learn the abc. I will try to be a better reader by reading books.



my favorite part of the story was the  
page where the doctor was he was so old  
I feel reading is important because the  
girl write the books to the men  
for the men to keep  
I will try to be a better reader or  
to learn to write and a good reader and  
to be a fast reader.

██████████ April 5, 2019

My favorite part of the book is, they were selling books. I feel reading is important because you can learn. I will try to be a better reader by reading and reading.